
Sample Training Plan for Adults

Objectives

By the end of this training, participants will be able to:

- Identify the disasters that could occur in their communities.
- Recognize the importance of family disaster planning.
- Develop a family disaster plan that reflects essential actions their families should take.
- Recognize special planning issues—taking care of pets and assisting people with special needs—and integrate required actions into the family disaster plan.
- Assemble a disaster supplies kit that meets their family's needs.
- Identify steps to take after disaster strikes.

Materials Required

- One *Are You Ready?* guide for each participant.

Obtain additional copies of the *Are You Ready?* guide by calling the FEMA Distribution Center at (800) 480-2520 or by mail from:

FEMA
PO Box 2012
Jessup, MD 20794-2012

- Visuals: Introduction and Basic Preparedness slide set for adults, Creating and Assembling a Family Disaster Plan slide set, Recovering From Disaster slide set, and additional slide sets, as appropriate (see CD-ROM).
- Maps depicting local evacuation routes (you must prepare this in advance).
- Chart paper, white board, or chalk board, and markers or chalk.
- Paper and pens or pencils.

Overview

Adults may have a variety of experiences with disaster preparedness, response, recovery, and mitigation. You should use these life and educational experiences to help reinforce, clarify, or add to the material you present. Engage the participants in discussion and encourage learning from one another.

The training plan that follows contains suggestions for the training content, how to present the material and activities that reinforces learning. In some cases, more than one activity is described. You should review the material and decide what information you will use based on what you know about the audience, time constraints, and other factors. Feel free to supplement this material with resources cited throughout this guide and in the *Are You Ready?* guide.

Preparation Notes

The CD-ROM tool contains visuals for presentations to adult audiences. To make this session meaningful, select slide presentations for the introduction and basic preparedness content, the specific hazards you want to address in detail with the group, and the family disaster plan. Module 3 in this sample training plan serves as a generic framework for presenting hazard-specific information.

You also may choose to use the recovering from disaster visuals, either to supplement Module 6: Recovering from Disaster, or at the end of a discussion of selected hazards.

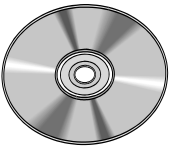
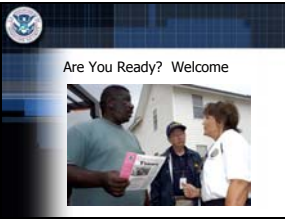

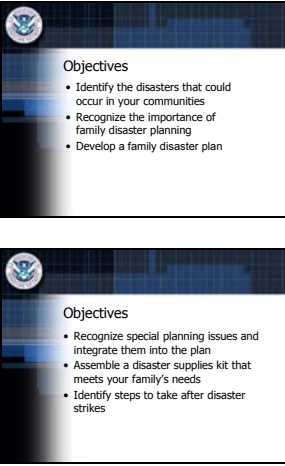
Consider the amount of time allotted for the presentation as well as which hazards will be most relevant to your audience in order to determine what to present.

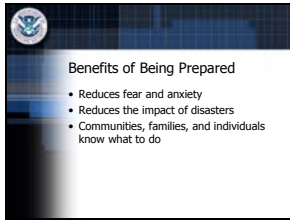

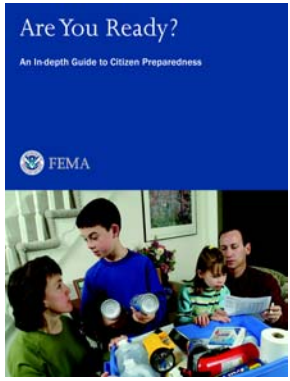
This sample training plan consists of seven modules:

- Module 1: Introduction
- Module 2: Identifying Hazards
- Module 3: Taking Protective Measures for Specific Hazards


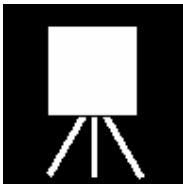
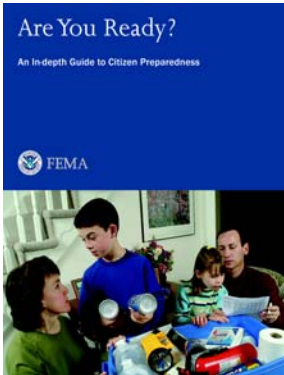
- Module 4: Creating a Family Disaster Plan
- Module 5: Assembling a Disaster Supplies Kit
- Module 6: Recovering from Disaster
- Module 7: Conclusion

Module 1: Introduction

Instructor Cue	Instructions
	<p>► Load the Introduction and Basic Preparedness visuals. This visuals file contains slides that correspond with Module 1.</p> <p><i>Note: This file can be found on the Facilitator Tool Kit under the Adult Presentation Resources. If you have made changes to this file, be sure to load the edited file from your computer.</i></p>
	<p>► Show slide: <i>Are You Ready? Welcome.</i></p> <p>► Introduce yourself and thank participants for coming.</p>
	<p>► Show slide: <i>Agenda.</i></p> <p>► Explain the topics that will be addressed in this session.</p> <p><i>Note: This slide shows a sample agenda. Be sure to adjust the agenda according to the content you plan to present.</i></p>
	<p>► Show slides: <i>Objectives.</i></p> <p>► Tell participants the objectives for this session.</p> <p><i>Note: These slides show all the objectives for the sample training plan. Be sure to adjust the information on the slides to reflect the content you plan to present.</i></p>

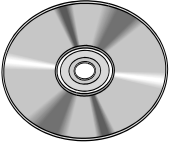
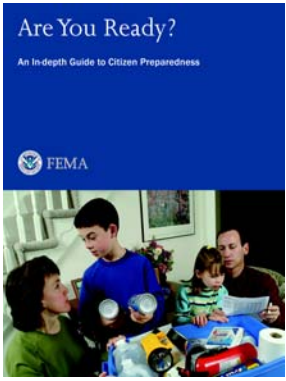
Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Show slide: Benefits of Being Prepared. ▶ Explain that being prepared can help us protect our families and reduce the impact an emergency has on our lives.
	<ul style="list-style-type: none"> ▶ Show slide: Being Prepared: Communities and Individuals. ▶ Lead a discussion about community and individual responsibilities for emergency preparedness. ▶ Explain that individuals can be prepared by knowing what to do before, during, and after an event.
	<ul style="list-style-type: none"> ▶ Refer participants to the Introduction of the <i>Are You Ready?</i> guide for additional information about the importance of being ready.

Module 2: Identifying Hazards

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Divide participants into small groups. Ask participants to work together to identify the types of hazards (natural, technological, and terrorism) that threaten their communities. ▶ Tell participants to use the information in the <i>Are You Ready?</i> guide and their personal experiences to guide their discussions.
	<ul style="list-style-type: none"> ▶ Ask each group to record their results on chart paper. Have participants compare and contrast all the lists and generate a combined list.
	<ul style="list-style-type: none"> ▶ Refer participants to the Hazard worksheet in the <i>Are You Ready?</i> guide, Section 1.1: Getting Informed.
	<ul style="list-style-type: none"> ▶ Lead a discussion about the possibility that these events could happen and the impact they would have. ▶ Have participants record their answers in the <i>Are You Ready?</i> guide.
	<ul style="list-style-type: none"> ▶ Assign a high-risk hazard to each group and have them brainstorm ways they can reduce their risk. ▶ Allow enough time for groups to discuss.

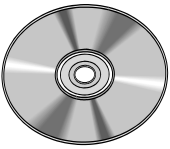


Instructor Cue	Instructions
	<p>► Have each group report their answers to the entire group. Be sure to add any methods to reduce risk that were not covered.</p>
	<p>► Explain that it is helpful to become familiar with all of the hazards because participants may travel or temporarily find themselves in areas where the risk of a hazard is different from their home.</p>
	<p>► Transition to the next module by explaining that you will cover the following specific hazards:</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____

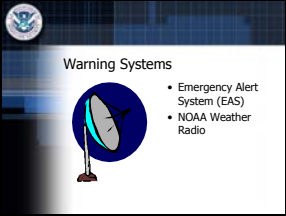
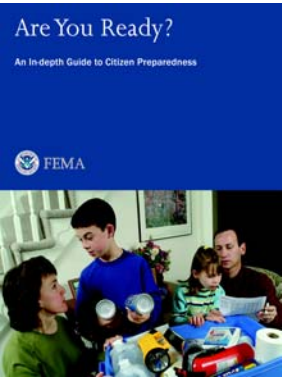
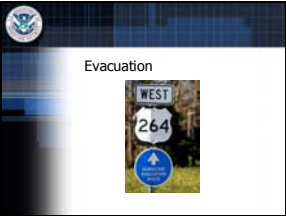

Module 3: Taking Protective Measures for Specific Hazards

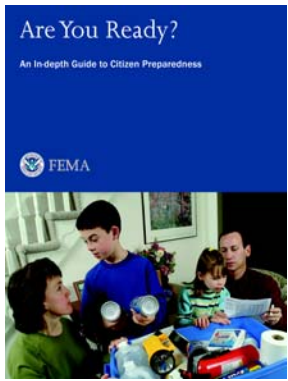
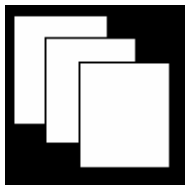
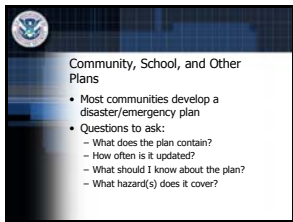
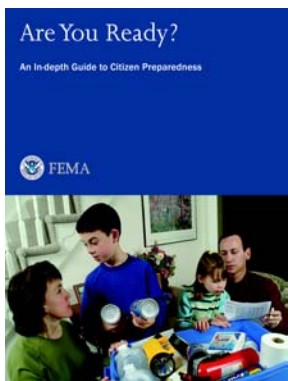
Instructor Cue	Instructions
	<p>Note: This module provides a framework for presenting hazard-specific preparedness information.</p>
	<p>► Load the appropriate hazard-specific visuals.</p> <p>Note: These files can be found on the Facilitator Tool Kit under the Adult Presentation Resources. If you have made changes to this file, be sure to load the edited file from your computer.</p>
	<p>► Show the specific hazard slides.</p>
	<p>► Refer to the <i>Are You Ready?</i> guide, as needed.</p>
	<p>► Facilitate discussion as you show the slides.</p> <p>► Suggested questions include:</p> <ul style="list-style-type: none"> • What protective measures have you and your family already put in place? • How do you make sure that everyone stays refreshed on what they need to do? • What other measures would you add? • What are the challenges or obstacles you or your family might face?


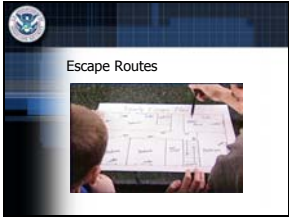

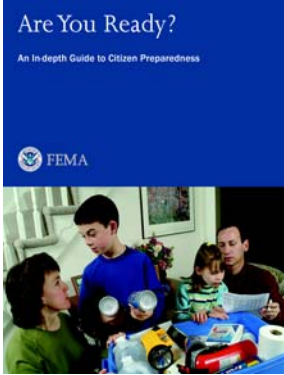
Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Transition to the next module by explaining that participants will need to include this specific hazard information in their family's plan and build on this information to include evacuation instructions, a family communications plan, and other elements of a family disaster plan.

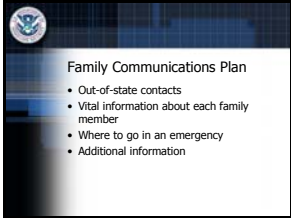
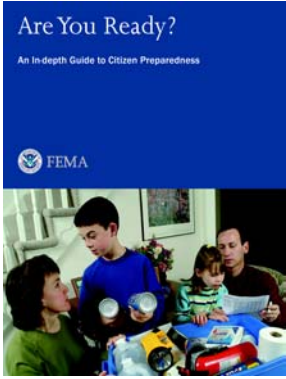

Module 4: Creating a Family Disaster Plan

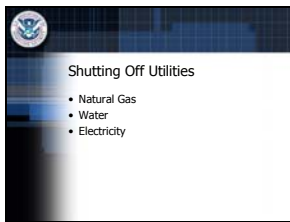
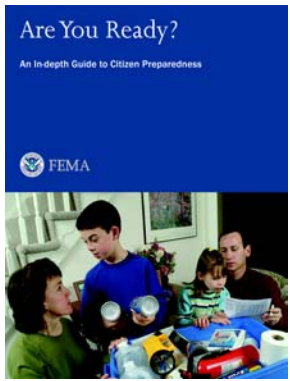

Instructor Cue	Instructions
	<p>▶ Load the Creating and Assembling a Family Disaster Plan visuals. This visuals file contains slides that correspond with Modules 4 and 5.</p> <p><i>Note: This file can be found on the Facilitator Tool Kit under the Adult Presentation Resources. If you have made changes to this file, be sure to load the edited file from your computer.</i></p>
	<p>▶ Explain that knowing what can happen and what protective measures you can take should be shared with all family members as part of a family disaster plan.</p>
	<p>▶ Ask participants why they think creating a family disaster plan is important.</p> <p>▶ Ask volunteers to share actions they have already taken to be prepared.</p>
	<p>▶ Show slides: Family Disaster Plan.</p> <p>▶ Explain that a family disaster plan should cover the following:</p> <ul style="list-style-type: none"> • Knowing the protective measures for specific hazards • Recognizing warning systems and signals • Evacuating from a disaster area • Incorporating community, school, and other plans • Identifying escape routes • Completing a family communications plan • Shutting off utilities • Obtaining appropriate insurance • Preparing for special needs • Caring for animals • Learning safety skills

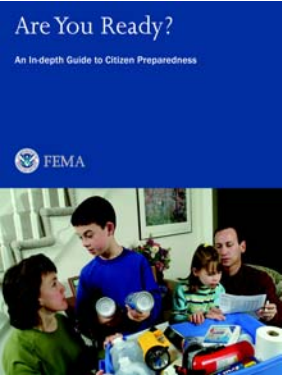


Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Explain that knowing what to do before, during, and after specific hazards is discussed in Module 3. The other elements of a family disaster plan will be discussed in the rest of this module.
	<ul style="list-style-type: none"> ▶ Show slide: Warning Systems. ▶ Tell participants about the warning systems in place for the various hazards and how these systems would be activated. ▶ If participants identify shortfalls or disadvantages in the community's warning systems, ask for suggestions about what needs to be improved and how this can be accomplished.
	<ul style="list-style-type: none"> ▶ Refer participants to the Warning Systems and Signals worksheet in the <i>Are You Ready?</i> guide, Section 1.1: Getting Informed. Suggest they complete the form.
	<ul style="list-style-type: none"> ▶ Show slide: Evacuation. ▶ Explain that when community evacuations become necessary, local officials will provide details on how and when to evacuate.
	<ul style="list-style-type: none"> ▶ Ask participants how they would evacuate from this location and where they would likely go in response to specific hazards.

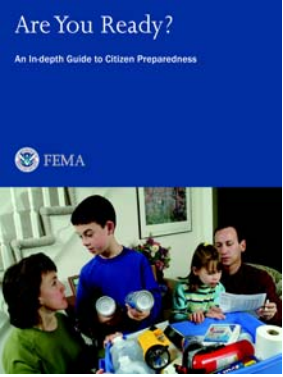


Instructor Cue	Instructions
	<p>▶ Refer participants to the Evacuating Yourself and Your Family worksheet, in the <i>Are You Ready?</i> guide, Section 1.1: Getting Informed.</p>
	<p>▶ If evacuation maps are available, distribute them now. Review specific routes that will be used for evacuation.</p>
	<p>▶ Show slide: Community, School, and Other Plans.</p> <p>▶ Explain that most communities develop a disaster/emergency plan.</p> <p>▶ Explain that participants should ask the following questions:</p> <ul style="list-style-type: none"> • What does the plan contain? • How often is it updated? • What should I know about the plan? • What hazard(s) does it cover?
	<p>▶ Refer participants to the Community and Other Plans worksheet in the <i>Are You Ready?</i> guide, Section 1.1: Getting Informed.</p>


Instructor Cue	Instructions
	<p>Note: You may want to ask a guest speaker to present the community or school disaster/emergency plan.</p>
	<ul style="list-style-type: none"> ▶ Ask participants if they would know the best route to escape safely from their residence, building where they work, or facilities where they shop and conduct business in an emergency.
	<ul style="list-style-type: none"> ▶ Show slide: Escape Routes. ▶ Suggest that participants meet with family members and draw a floor plan of their residence. Explain they should use a separate sheet of paper for each floor. For each room, they should identify and mark two escape routes. ▶ Explain that families should make sure everyone understands the drawing and that it is posted as a reminder of where escape routes are located. ▶ Tell participants that drawings should be posted at eye level for young children in the home.
	<ul style="list-style-type: none"> ▶ Ask participants if they have identified a place for family members to meet outside the home in an emergency. ▶ Explain the need to designate places—both near the home and outside the immediate area—should family members become separated.
	<ul style="list-style-type: none"> ▶ Refer participants to the Where to meet...worksheet in the <i>Are You Ready?</i> guide, Section 1.2: Emergency Planning and Checklists. ▶ Suggest they complete the form and include it as part of their family disaster plan.



Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Recommend to participants that they test a home evacuation plan by conducting periodic fire drills. ▶ Explain that it is also important to locate exit routes from places they frequent. Knowing where exits are located is critical in the event one needs to evacuate from these buildings.
	<ul style="list-style-type: none"> ▶ Show slide: Family Communications Plan. ▶ Explain that a family communications plan pulls together important family information, including: <ul style="list-style-type: none"> • Out-of-state contacts. • Vital information about each family member. • Where to go in an emergency. • Additional information.
	<ul style="list-style-type: none"> ▶ Refer participants to the Family Communications Plan worksheet in the <i>Are You Ready?</i> guide, Section 1.2: Emergency Planning and Checklists and Appendix C.
	<ul style="list-style-type: none"> ▶ Explain the importance of gathering necessary information to complete the family communications plan.
	<ul style="list-style-type: none"> ▶ Ask participants where they should keep this information. If not offered, provide the following suggestions: <ul style="list-style-type: none"> • Carried in wallets or backpacks for easy reference. • Contained in children's school records. • Posted at home at a level accessible to household members.

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Show slide: Shutting Off Utilities. ▶ Explain that it is important to know how to shut off utilities when instructed to do so: <ul style="list-style-type: none"> • Natural Gas • Water • Electricity
	<ul style="list-style-type: none"> ▶ Refer participants to Utility Shut-off and Safety in the <i>Are You Ready?</i> guide, Section 1.2: Emergency Planning and Checklists. Review the information.
	<ul style="list-style-type: none"> ▶ Ask participants if they know where the shut-offs for natural gas, water, and electricity are in their homes.
	<ul style="list-style-type: none"> ▶ Explain that after utilities are shut off, they should remain off until you are instructed to turn them back on by the appropriate officials. ▶ Caution participants that once the natural gas is shut off, it may only be turned back on by a qualified professional. <p><i>Note: Consider asking a representative from the utility company to demonstrate utility shut off procedures or provide alternative instructional aids such as visuals and/or handouts.</i></p>




Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Refer participants to information on insurance and vital records in the <i>Are You Ready?</i> guide, Section 1.2: Emergency Planning and Checklists. ▶ Explain that it is important to review current insurance policies and determine adequacy of coverage for property as well as health and life insurance. ▶ Explain that it is important to be insured against economic loss. Disaster assistance can help with essentials but it is not intended to restore the economic loss insurance covers.
	<ul style="list-style-type: none"> ▶ Ask for volunteers to share any experiences they have concerning disaster damage and financial recovery.
	<ul style="list-style-type: none"> ▶ Emphasize that flood insurance is not included in a standard homeowner's policy. Many Americans are at risk of flood loss and should have insurance. ▶ Point out the 1-888-FLOOD29 number listed in the <i>Are You Ready?</i> guide for further information.
	<ul style="list-style-type: none"> ▶ Show slide: Preparing for Special Needs.
	<ul style="list-style-type: none"> ▶ Explain that part of preparing for a disaster is considering the special needs of those in your family and others.

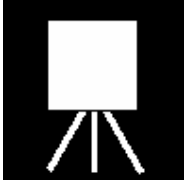
Instructor Cue	Instructions
	<p>▶ Refer participants to the Special Needs information in the <i>Are You Ready?</i> guide, Section 1.2: Emergency Planning and Checklists. Review the information.</p>
	<p>▶ Show slide: Caring for Animals.</p> <p>▶ Explain that animals also are affected by disaster. It is important to have a plan to care for pets.</p>
	<p>▶ Ask participants if they should:</p> <ul style="list-style-type: none"> • Leave pets behind in a disaster? • Take pets with them to shelters? <p>▶ Explain that in both cases the answer is “no.” If it is not safe for you to stay behind, it is not safe for your pet. Most shelters will not permit family pets for public health reasons (service animals being the exception).</p>




Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Ask participants to suggest arrangements for caring for pets in a disaster. ▶ If not offered, provide the following sheltering options: <ul style="list-style-type: none"> • Check ahead to determine if shelters are prepared to take pets in an emergency. Ask local animal shelters, humane society, veterinarians, or emergency management offices if there will be shelters available during an emergency to care for pets. • Identify hotels and motels that accept pets and are located in areas not expected to be affected by a disaster. Petswelcome.com has an excellent database of pet-friendly lodging throughout the country. • Identify friends, relatives, grooming facilities, pet clubs, and training clubs that might care for your pet. • Only as last resort, determine a safe location in your home where you could leave your pet in an emergency.

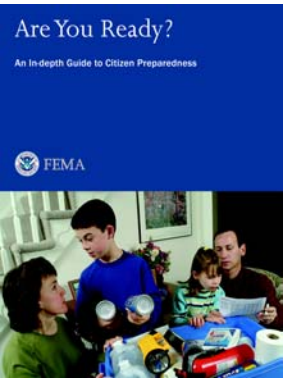

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Show slide: Pet Provisions. ▶ Explain that the following should be done before an event occurs: <ul style="list-style-type: none"> • Provide a pet carrier for transporting that allows your pet to stand up and turn around inside. Train your pet to become familiar with the carrier. Put the pet's normal bedding and favorite toys inside. • Keep your pet's shots current and keep a copy of medical records in your disaster supplies kit. • Ensure you have a properly fitted collar that includes current license and rabies tag as well as your name, address, and phone number. If your dog normally wears a chain link "choker" collar, have a leather or nylon collar for use in case your pet must be left alone. • Gather pet emergency supplies including extra food and water, dishes, kitty litter, medication, and first aid supplies.
	<ul style="list-style-type: none"> ▶ Encourage participants to learn life-saving skills. ▶ Provide a list of local first aid and CPR classes. ▶ Option: Invite guest speakers or schedule follow-up sessions to teach skills for administering CPR and first aid.
	<ul style="list-style-type: none"> ▶ Explain that we have now covered the main components of a family disaster plan.
	<ul style="list-style-type: none"> ▶ Tell participants that after they have developed a plan, they should practice their plan, periodically review the plan, and make changes when necessary.
	<ul style="list-style-type: none"> ▶ Ask participants what types of changes to their family situations might create the need to update their family disaster plans.

Module 5: Assembling a Disaster Supplies Kit

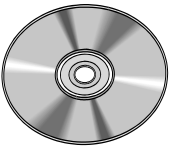



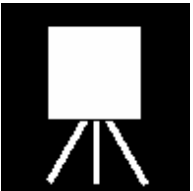
Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Explain that in an emergency, local officials and relief workers will not be able to reach everyone immediately. Help could arrive in hours, or it may take days. Basic services such as electricity, gas, and water may be cut off. Families could be told to evacuate at a moment's notice.
	<ul style="list-style-type: none"> ▶ Explain that a critical component of the family disaster plan is the disaster supplies kit.
	<ul style="list-style-type: none"> ▶ Show slide: Disaster Supplies Kit. ▶ Explain that in most emergencies, there is not time to shop or gather supplies. It is a good idea for families to assemble and maintain a disaster supplies kit.
	<ul style="list-style-type: none"> ▶ Ask if anyone in the group has assembled a disaster supplies kit. Lead a discussion about what they think such a kit should contain.
	<ul style="list-style-type: none"> ▶ Record responses on chart paper so everyone can see what has been identified.


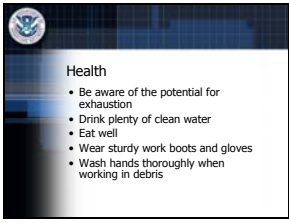




Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Present several scenarios from the following list (or others you develop). ▶ Ask participants if the list they generated for the disaster supplies kit is sufficient for these circumstances. Add to the list as new items are mentioned. You may want to categorize and prioritize the list. Spend some time in discussion. <ul style="list-style-type: none"> • Emergency officials are reporting a hazardous materials release in the area. It is possible you and your family will have to stay indoors for at least two days. What emergency supplies should you have? • It is winter and snowing. You are driving across country and the car breaks down. What emergency supplies should you have? • You and your family are at home one evening when you receive warning of wildfires approaching. You are to leave immediately. What emergency supplies should you have? • You are at home when you receive a tornado warning. You and your family head for shelter. What emergency supplies should you have? • Severe storms in the area have shut down electrical service. The problem is widespread and the utility companies are warning that the power could be out for several days. What emergency supplies should you have?



Instructor Cue	Instructions
  	<ul style="list-style-type: none"> ▶ Show slides: Basic Disaster Supplies Kit. ▶ Review the items that should be included in a basic disaster supplies kit. <ul style="list-style-type: none"> • Three-day supply of non-perishable food. • Three-day supply of water—one gallon of water per person, per day. • Portable, battery-powered radio or television and extra batteries. • Flashlight and extra batteries. • First aid kit and manual. • Sanitation and hygiene items. • Matches and waterproof container. • Whistle. • Extra clothing. • Kitchen accessories and cooking utensils, including a can opener. • Photocopies of credit and identification cards. • Cash and coins. • Special needs items such as prescription medications, eye glasses, contact lens solution, and hearing aid and batteries. • Items for infants such as formula, diapers, bottles, and pacifiers. • Other items to meet your unique family needs.




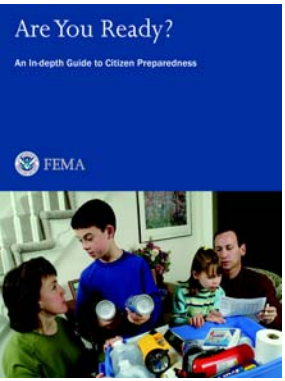

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Explain that the items in a disaster supplies kit might change according to a family's needs. Specific hazardous situations might require different items. ▶ Remind participants that they should consider pets and individuals with special needs when they assemble their disaster supplies.
	<ul style="list-style-type: none"> ▶ Refer to the disaster supplies checklist in the <i>Are You Ready?</i> guide, Section 1.3 and the expanded version in Appendix B. ▶ Suggest they use this checklist as a guide when assembling their own disaster supplies kits. ▶ Explain that they have an extra copy so they can identify what they need. ▶ Explain that they can tear out the checklist and use it to gather items they will need.
	<ul style="list-style-type: none"> ▶ Show slide: Maintaining the Disaster Supplies Kit. ▶ Remind participants that the disaster supplies kit needs to be updated periodically. They will need to: <ul style="list-style-type: none"> • Keep canned goods in a cool, dry place and store food in tightly closed containers. • Change stored water supply every six months so it stays fresh. • Replace stored food every six months. • Review their kits and family needs at least once a year. • Keep items in one easy-to-carry container.

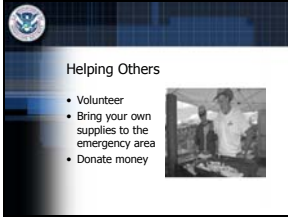
Module 6: Recovering From Disaster

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Load the Recovering From Disaster visuals. <p><i>Note: This file can be found on the Facilitator Tool Kit under the Adult Presentation Resources. If you have made changes to this file, be sure to load the edited file from your computer.</i></p>
	<ul style="list-style-type: none"> ▶ Show slide: Recovering From Disaster.
	<ul style="list-style-type: none"> ▶ Ask participants if they have ever experienced a disaster. Invite participants to share the challenges they encountered during the recovery process. ▶ Ask what organizations or agencies were helpful.
	<ul style="list-style-type: none"> ▶ Explain that the most immediate concern after a disaster is safety and the mental and physical well-being of yourself and your families.
	<ul style="list-style-type: none"> ▶ Ask participants to identify health and safety issues that may be of concern after a disaster.
	<ul style="list-style-type: none"> ▶ Record their responses on chart paper.


Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Show slide: Assisting the Injured. ▶ Explain that the first action after any disaster will be to identify and assist persons who are injured. Review the guidelines for assisting the injured.
	<ul style="list-style-type: none"> ▶ Show slide: Health. ▶ Explain that recovery involves being aware of health issues including exhaustion, drinking clean water, eating, and cleanliness.
	<ul style="list-style-type: none"> ▶ Show slide: Safety Issues. ▶ Explain that recovery involves being aware of safety issues created by the disaster including chemical spills, downed power lines, washed out roads, smoldering insulation, and dead animals.
 	<ul style="list-style-type: none"> ▶ Show slides: Returning Home. ▶ Explain that returning home after a disaster can present unique challenges. ▶ Emphasize the need to exercise caution when entering damaged buildings.
	<ul style="list-style-type: none"> ▶ Show slide: Before You Enter Your Home. ▶ Discuss actions to take before entering your home after a disaster.

Instructor Cue	Instructions
	<p>► Select questions from the following list, or develop others to lead a discussion about returning home after a disaster.</p> <ul style="list-style-type: none"> • What should you do if you smell gas? • Your basement is full of standing water. The washer, dryer, and hot water heater are all partially submerged. What should you do? • You notice cracks in the chimney. What should you do? • The water coming from your kitchen faucet is dirty. What should you do? • Before the water receded, your basement freezer was partially submerged. Is the food safe to keep? • You return home after a disaster to find a dead animal in your yard. What should you do?
	<p>► Show slides: Going Inside Your Home.</p> <p>► Use these slides to review the previous discussion about reentering your home.</p>

Instructor Cue	Instructions
	<ul style="list-style-type: none"> ▶ Show slide: Wildlife and Other Animals. ▶ Explain that disaster can impact the behavior of animals. Review the guidelines for protecting yourself and your family.
 	<ul style="list-style-type: none"> ▶ Show slides: Coping With Disaster. ▶ Explain that coping with disaster can exact a substantial emotional toll. It is important to be aware of the signs of psychological stress. ▶ Explain that children and older adults may be of special concern in the aftermath of a disaster.
	<ul style="list-style-type: none"> ▶ Review the information about coping with disaster in the <i>Are You Ready?</i> guide, Section 5.0: Recovering from Disaster.
	<ul style="list-style-type: none"> ▶ Explain the importance of helping others by volunteering their services to the community. ▶ Ask if there are any in the group who volunteer in their communities in support of emergency preparedness and disaster relief. ▶ Suggest they talk about their experiences.

Instructor Cue	Instructions
	<p>► Show slide: Helping Others.</p> <p>► Inform participants about local organizations with which they might volunteer. Examples include:</p> <ul style="list-style-type: none"> • Citizen Corps • CERT • American Red Cross • Salvation Army <p><i>Note: Consider asking a representative from these volunteer agencies to address the group about what they do and their need for volunteers.</i></p>

Module 7: Conclusion

Instructor Cue	Instructions
	<ul style="list-style-type: none">▶ Thank participants and open the session for questions.
	<ul style="list-style-type: none">▶ Explain how participants can obtain additional copies of the <i>Are You Ready?</i> guide. Obtain additional copies of the <i>Are You Ready?</i> guide by calling the FEMA Distribution Center at (800) 480-2520 or by mail from: FEMA PO Box 2012 Jessup, MD 20794-2012